



# Superior Junior/Senior High School

Superior Unified District  
100 Mary Drive, Superior, AZ 85273

ARIZONA  
School Report Card  
2001-02

**Principal:** Mr. Robert W. Gallinger  
**Schedule:** 7:30 AM to 5:00 PM  
**Web Address:** [www.superior.k12.az.us](http://www.superior.k12.az.us)  
**E-mail:** [rwg@superior.k12.az.us](mailto:rwg@superior.k12.az.us)

**Grades:** 7-12  
**2001 Enrollment:** 262  
**Phone:** (520) 689-3100  
**Fax:** (520) 689-3197

## ▼ School Overview ▼

### Mission

The mission of Superior Junior/Senior High School is to provide the opportunity for a quality education that challenges and prepares all students for their present and future lives.

### Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Alternative Learning
- w Individualized Instruction

### Instructional Programs

- w Regular Instructions
- w On-site Special Education
- w Gifted
- w Vocational
- w High-tech Lab
- w Community Service Program
- w Peer Mediation

### School/Academic Goals

- w Employ critical thinking and decision-making skills to increase the learning environment and increase achievement in all subject areas.
- w Correlate and intensify instruction in the essential skills to achieve increased mastery of objectives by all students. Increase the writing in all classes.
- w Strengthen the math, science, and English curricula and instructional activities which increase student participation to achieve greater mastery.
- w Tolerate and respect differences in others and contribute to the community in a positive and helpful manner.

### Enrollment

October 1, 2000 School Year Student Enrollment:	277
Accepting New Students in 2001-02 Under Open Enrollment Law <sup>1</sup> :	Yes
Number of Students Attending Under Open Enrollment in 2000-01:	262

<sup>1</sup> Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

## ▽ School Site Council ▽

### Council Composition

1 School Administrator(s)  
 1 Non-certified Employee(s)  
 1 Teacher(s)  
 1 Parent(s)  
 1 Community Member(s)  
 1 Student(s)

### Council Duties

w Recommend Areas for School Improvement  
 w Provide Parent Involvement  
 w Support Instructional Leadership  
 w Provide Curriculum Recommendations  
 w Provide Textbook Recommendations  
 w Act as the Vocational Advisory Council

## ▽ Staffing Information ▽

School administration and instruction for school year 2001-02 are provided by:

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	2.00	Teacher Aide	3.00

### Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	7	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	2	1	0	0
10 or more years	7	3	0	0

## ▽ Shared Responsibilities ▽

### School

Provide a safe and non-threatening environment. Maintain high expectations for student achievement. Hold students accountable for appropriate conduct (self-discipline). Provide schedules, school handbook and other appropriate information to parents on a regular basis. Send academic progress reports quarterly. Assign students reasonable and meaningful homework assignments. Schedule parent-teacher conferences and open visitations to the school.

### Parents

Require students to attend school regularly and ready to learn. Contact the school when students will be absent. Provide appropriate clothing and medical care. Provide a suitable place at home for homework. Become familiar with relevant policies of the school. Attend parent-teacher conferences. Return school forms when requested. Become involved in their student's education by contacting teachers and school officials as necessary and visiting the school often.

## ▽ Transportation Policy ▽

Transportation to and from school is authorized for the following categories: Special education students whose handicapping condition requires transportation as indicated in the IEPs; students living within a one-mile radius of the school where hazardous or difficult routes exist and where other arrangements cannot be provided; and students who live more than one mile away from school.

## ▽ Calendar Information ▽

<b>Number of Instruction Days:</b>	176	<b>First Day of School:</b>	8/16/01
<b>Average Daily Instruction Time:</b>	6 hrs. 0 min.	<b>Last Day of School:</b>	5/23/02

**Operates on Traditional Schedule**

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### Report Card Release Dates

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10/19/01	12/21/01	3/8/02	5/23/02
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### Additional Calendar/Report Card Information

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At the midpoint of each of the four grading periods, parents of all students receive an interim progress report. Parents of seniors who are failing are contacted at the end of each of the four grading periods.

## ▽ Resources Available at School Site ▽

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### Nutrition Programs

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Federal food programs available to eligible<sup>2</sup> students:

Breakfast - Yes      Lunch - Yes      Summer Food - Yes

<sup>2</sup> Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

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### Special Facilities

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W Computer Labs	W High-Tech Lab
W Auto Shop/Welding Shop	W Culinary Arts Program

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### Extracurricular Activities

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W Student Council	W Newspaper
W Yearbook	W National Honor Society
W Interscholastic Activities	W Students in Vocational Ed (FCCLA)
W Students in Vocational Ed (FBLA)	W Spelling Bee

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### School/Community Resources

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W Twenty First Century Grant	W Counseling Services
W Adult Education	W Early Head Start
W Work Incentive Act	W Tech Prep
W Community Service Volunteers	W Adelante Juntos

## ▽ Indicators of Success ▽

Information provided on this page is based on historical data, primarily from the previous school year, 2000-01.

### 2000-01 School Achievements/Accomplishments

- |  |  |
|--|--|
| <p>w Implemented honors classes in science, math, social studies and English at the 11th/12th grade levels.</p> <p>w Provided AIMS math tutoring to students 7-12. Provided inservices in cross-curricular math instruction.</p> | <p>w Correlation of instruction in language arts, science and math with the Arizona Academic Standards. AIMS achievement scores of grade 10 students on first attempt are: Reading 79%; Writing 73%.</p> <p>w Trained and implemented peer mediation in grades 7-12.</p> |
|--|--|

### Student Information: 2000-01 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
<b>Attendance Rate</b>	94.9 %	94.8 %	93.5 %	94.2 %
<b>Transfers Out</b> <sup>3</sup>	10 %	16.2 %	16.0 %	20.6 %
<b>Transfers In</b> <sup>4</sup> : Within District	0.0 %	3.4 %	2.8 %	3.0 %
<b>Transfers In</b> <sup>4</sup> : Out-of-District	8.1 %	6.3 %	5.9 %	7.9 %
<b>Promotion Rate</b> <sup>5</sup>	90.0 %	98.7 %	98.1 %	94.2 %
<b>Retention Rate</b> <sup>6</sup>	10 %	1.3 %	1.9 %	5.4 %
<b>Dropout Rate</b> <sup>7</sup>	8.0 %			11.1 %
<b>Status Unknown</b> <sup>8</sup>	0.9 %			6.7 %

**Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.**

<sup>3</sup> Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2000-01 school year.

<sup>4</sup> Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2000-01 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2000-01 school year.

<sup>5</sup> Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2000-01 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

<sup>6</sup> Retention Rate: Percentage of students retained at the end of the 2000-01 school year.

<sup>7</sup> Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 1999-2000 school year, to include activity during the summer of 2000. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2000-2001 is not yet available.

<sup>8</sup> Status Unknown: Percentage of students unaccounted for by any method during the 2000-01 school year. Status unknown students are not necessarily dropouts.

## ▽ School Honors ▽

### Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
National Merit Scholar	1998
Christa MacAulife Winner - Teacher of The Year	2001
Webber Scholarship Recipient	2001
Robert C. Byrd Scholarship Recipient	2001

## ▼ Academic Achievement Indicators ▼

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

### AIMS Results <sup>1</sup>, 2000-01

Grade 8		Number Tested <sup>1</sup>	MS	FFB	A	M	E	C
Reading	School	--	--	--	--	--	--	--
	State	56652	505	23%	20%	40%	17%	--
Writing	School	--	--	--	--	--	--	--
	State	55212	492	17%	41%	40%	2%	--
Mathematics	School	--	--	--	--	--	--	--
	State	56871	454	43%	40%	12%	6%	--

### Grade 10 (Class of 2003)<sup>2</sup>

Reading	School	42	521	2%	19%	69%	9%	NA
	State	49321	519	10%	22%	53%	15%	NA
Writing	School	48	473	13%	67%	21%	0%	73%
	State	51109	480	16%	49%	34%	1%	68%
Mathematics	School	46	476	50%	20%	22%	9%	NA
	State	47215	479	50%	19%	21%	10%	NA

#### Legend

- MS - The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
- FFB - Percent of students who Fell Far Below the standard
- A - Percent of students who Approached the standard
- M - Percent of students who Met the standard
- E - Percent of students who Exceeded the standard
- C - Percent of students who completed AIMS requirement. There are two ways to meet the AIMS requirements for high school writing: (1) the student scores at either the "Meets the Standard" or the "Exceeds the Standard" performance level; (2) the student scores at the "Approach the Standard" performance level and obtains an average trait score of at least 4. Students who complete the requirements do not need to retest. This percentage includes students who meet the requirements either way.

<sup>1</sup>Results reflect student performance on the English form of AIMS.

<sup>2</sup>Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

\*\*Items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

## ▼ Mathematics Education and AIMS ▼

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

## ▽ Academic Achievement Indicators ▽

In 1997 and 1998, students in grades 3 through 12 were tested in reading, language and mathematics using the standardized, nationally norm-referenced *Stanford Achievement Test, Ninth Edition* (Stanford 9). In 1999 and 2000, students were tested in grades 2 through 11. **Students were tested in reading in grade 1 and reading, language arts and mathematics in grades 2 through 9 in 2001.** The percentage of eligible students tested (%) and the school's percentile rank score are presented below. State percentile rank scores (AZ) are provided for comparison. Also, note that the percentile rank scores for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (\*\*) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

**Stanford 9 Percentile Rank Scores**

Grade	Content Area	1996-1997			1997-1998			1998-1999			1999-2000			2000-2001		
		%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ	%	Score	AZ
7	Reading	--	--	52	--	--	52	--	--	53	--	--	52	--	46	53
	Language	--	--	49	--	--	52	--	--	54	--	--	54	--	44	55
	Mathematics	--	--	50	--	--	53	--	--	55	--	--	56	--	38	58
8	Reading	--	--	54	--	--	54	--	--	54	--	--	53	--	51	55
	Language	--	--	45	--	--	46	--	--	49	--	--	49	--	41	50
	Mathematics	--	--	50	--	--	52	--	--	54	--	--	56	--	38	58
9	Reading	59	37	43	85	38	44	82	23	43	83	39	43	68	34	43
	Language	62	29	37	87	32	39	81	21	39	83	36	40	74	31	41
	Mathematics	62	39	54	87	49	57	81	34	57	82	42	59	74	47	61
10	Reading	84	35	42	91	33	42	83	32	42	91	31	42	--	--	--
	Language	84	38	43	91	32	43	83	44	44	91	37	44	--	--	--
	Mathematics	84	33	46	91	30	47	85	40	49	91	31	50	--	--	--
11	Reading	100	43	46	95	42	46	86	32	44	85	50	45	--	--	--
	Language	100	36	42	95	39	43	90	32	42	92	46	44	--	--	--
	Mathematics	100	41	49	95	45	51	90	30	52	92	50	55	--	--	--

## ▼ Measure of Academic Progress ▼

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2000 and 2001. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2001. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine<sup>9</sup> or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

<sup>9</sup> Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

**The MAP is an elementary school (Grades 2-8) indicator only.**

	<b>Reading</b>	<b>Math</b>
	<b>Percentage of Students Achieving One Year's Growth</b>	<b>Percentage of Students Achieving One Year's Growth</b>
<b>Grades 6-7</b>	<b>27</b>	<b>8</b>
<b>Grades 7-8</b>	<b>97</b>	<b>58</b>
	*Less than 10 students matched	***Not applicable

\*\*No information available

## ▼ School Safety ▼

The purpose of this section is to provide parents information about what the school is doing to promote a safe and orderly environment for learning. The *2001 Comprehensive Health and Prevention Program Survey Annual Report* provides additional information on Health and Prevention Programs, School Safety and Security Measures, Policy Violations and Expulsions at [www.ade.az.gov/ResearchPolicy/chapps/](http://www.ade.az.gov/ResearchPolicy/chapps/).

### School-level Efforts to Ensure a Safe and Orderly Environment for Learning

Peer mediations, Group Facilitation, Safe School Line, Pro-active Competency Based Counseling Program, School Resource Officer, School-based Behavioral Health Services.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6).

5

**School uniforms are not required at this school.**

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

## ▽ Per Pupil and School Expenditures for the 1999-2000 School Year ▽

<b>Expenditure Category</b>	<b>*Per Pupil Expenditures by Category</b>	<b>School Expenditures by Category</b>
Classroom Instruction	NDS	NDS
Classroom Supplies	NDS	NDS
Administration	NDS	NDS
Support Services-Students	NDS	NDS
Other Support Services and Operations	NDS	NDS
Total Expenditures- All Categories 1999-2000	NDS	NDS

Total Expenditures may not be exact because of rounding.  
Information is self-reported by the district and is unaudited.

\* Based upon 1999-2000 Average Daily Membership (ADM).  
(School Expenditures divided by ADM)

\*\*Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

## ▽ Classroom Enhancement Funds 2000-01 ▽

For fiscal year 2000-01, school districts and charter schools shall report on the School Report Card issued pursuant to section 15-746, *Arizona Revised Statutes*, a summary of any monies received pursuant to Section 23 of H.B. 2007 for fiscal year 2000-01 and a description of how the monies were used to enhance classrooms to augment pupil learning.

**Total Amount Awarded to School District/Charter Holder \$35,186.07 [\$36.02 per Student x Enrollment (ADM)].**

### Trigger Fund Usage for Classroom Enhancement \*

NDS

\* Information is self-reported by the district and is unaudited.

## ▽ Contacts ▽

	<b>Name</b>	<b>Phone</b>	<b>Extension</b>
<b>School Site Council</b>	Dirl Cole	(520) 689-3112	
<b>Transportation Policy</b>	Stella San Miguel	(520) 689-2941	
<b>Community Resources</b>	Cynthia Benson	(520) 689-3100	
<b>School Nutrition Programs</b>	John A. Tameron	(520) 689-3144	
<b>Parent Organization</b>	Loretta Gudino	(520) 689-5808	
<b>Student Health/Nurse</b>	Angela Olmos	(520) 689-3110	

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs/](http://www.ade.az.gov/srcs/) on the Internet.

"The Arizona Department of Education, a state educational agency, is an equal opportunity employer and affirms that it does not discriminate on the basis of race, religion, color, national origin, age, sex or handicapping conditions."